

The Praxis™ Study Companion

# Family and Consumer Sciences

0121/5121



# Welcome to *The Praxis™ Study Companion*

## Prepare to Show What You Know

You have gained the knowledge and skills you need for your teaching career. Now you are ready to demonstrate your abilities by taking a *Praxis™* test.

Using *The Praxis Study Companion* is a smart way to prepare for the test so you can do your best on test day. This guide can help keep you on track and make the most efficient use of your study time.

The Study Companion contains practical information and helpful tools including:

- An overview of the tests
- Specific information on the *Praxis* test you are taking
- A template study plan
- Practice questions and explanations of correct answers
- Test-taking tips and strategies
- Frequently asked questions
- Links to more detailed information

So where should you start? Begin by reviewing this guide in its entirety and note those sections that you need to revisit. Then you can create your own personalized study plan and schedule based on your individual needs and how much time you have before test day.

Keep in mind that study habits are individual. There are many different ways to successfully prepare for your test. Some people study better on their own, while others prefer a group dynamic. You may have more energy early in the day, but another test taker may concentrate better in the evening. So use this guide to develop the approach that works best for you.

Your teaching career begins with preparation. Good luck!

# Table of Contents

*The Praxis™ Study Companion guides you through the 10 steps to success*

<b>1. Know What to Expect .....</b>	<b>4</b>
<i>Familiarize yourself with the Praxis tests so you know what to expect</i>	
<b>2. Familiarize Yourself with Test Questions .....</b>	<b>5</b>
<i>Become comfortable with the types of questions you'll find on the Praxis tests</i>	
<b>3. Understand Your Scores .....</b>	<b>9</b>
<i>Understand how tests are scored and how to interpret your test scores</i>	
<b>4. Learn About Your Test .....</b>	<b>11</b>
<i>Learn about the specific test you will be taking</i>	
<b>5. Determine Your Strategy for Success .....</b>	<b>14</b>
<i>Set clear goals and deadlines so your test preparation is focused and efficient</i>	
<b>6. Develop Your Study Plan.....</b>	<b>17</b>
<i>Develop a personalized study plan and schedule</i>	
<b>7. Review Smart Tips for Success.....</b>	<b>21</b>
<i>Follow test-taking tips developed by experts</i>	
<b>8. Practice with Sample Test Questions .....</b>	<b>23</b>
<i>Answer practice questions and find explanations for correct answers</i>	
<b>9. Check on Testing Accommodations .....</b>	<b>30</b>
<i>See if you qualify for accommodations that may make it easier to take the Praxis test</i>	
<b>10. Do Your Best on Test Day.....</b>	<b>31</b>
<i>Get ready for test day so you will be calm and confident</i>	
<b>Appendix: Other Questions You May Have .....</b>	<b>33</b>

# 1. Know What to Expect

*Familiarize yourself with the Praxis tests so you know what to expect*

## Which test should I take?

Each state or agency that uses the *Praxis* tests sets its own requirements for which test or tests you must take for the teaching area you wish to pursue.

Before you register for a test, confirm your state or agency's testing requirements at [www.ets.org/praxis/states](http://www.ets.org/praxis/states).

## How are the *Praxis* tests given?

*Praxis I*® and *Praxis II*® tests are given in both computer and paper formats. **Note:** Not all *Praxis II* tests are offered in both formats.

## Should I take the computer- or paper-delivered test?

You should take the test in whichever format you are most comfortable. Some test takers prefer taking a paper-and-pencil test, while others are more comfortable on a computer. Please note that not all tests are available in both formats.

## If I'm taking more than one *Praxis* test, do I have to take them all in the same format?

No. You can take each test in the format in which you are most comfortable.

## Is there a difference between the subject matter covered on the computer-delivered test and the paper-delivered test?

No. The computer-delivered test and paper-delivered test cover the same content.

## Where and when are the *Praxis* tests offered?

You can select the test center that is most convenient for you. The *Praxis* tests are administered through an international network of test centers, which includes some universities, high schools, Prometric® Testing Centers, and other locations throughout the world.

Testing schedules depend on whether you are taking computer-delivered tests or paper-delivered tests. See the *Praxis* website for more detailed test registration information at [www.ets.org/praxis/register](http://www.ets.org/praxis/register).

## 2. Familiarize Yourself with Test Questions

*Become comfortable with the types of questions you'll find on the Praxis tests*

The *Praxis* tests include two types of questions — **multiple-choice** (for which you select your answers from a list of choices) and **constructed-response** (for which you write a response of your own). You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

### Understanding Multiple-choice Questions

Many multiple-choice questions begin with the phrase “which of the following.” Take a look at this example:

Which of the following is a flavor made from beans?

- (A) Strawberry
- (B) Cherry
- (C) Vanilla
- (D) Mint

#### How would you answer this question?

All of the answer choices are flavors. Your job is to decide which of the flavors is the one made from beans.

Try following these steps to select the correct answer.

- 1) **Limit your answer to one of the choices given.** You may know that chocolate and coffee are also flavors made from beans, but they are not listed. Rather than thinking of other possible answers, focus only on the choices given (“which of the following”).
- 2) **Eliminate incorrect answers.** You may know that strawberry and cherry flavors are made from fruit and that mint flavor is made from a plant. That leaves vanilla as the only possible answer.
- 3) **Verify your answer.** You can substitute “vanilla” for the phrase “which of the following” and turn the question into this statement: “Vanilla is a flavor made from beans.” This will help you be sure that your answer is correct. If you're still uncertain, try substituting the other choices to see if they make sense. You may want to use this technique as you answer multiple-choice questions on the practice tests.

## Try a more challenging example

The vanilla bean question is pretty straightforward, but you'll find that more challenging questions have a similar structure. For example:

Entries in outlines are generally arranged according to which of the following relationships of ideas?

- (A) Literal and inferential
- (B) Concrete and abstract
- (C) Linear and recursive
- (D) Main and subordinate

You'll notice that this example also contains the phrase "which of the following." This phrase helps you determine that your answer will be a "relationship of ideas" from the choices provided. You are supposed to find the choice that describes how entries, or ideas, in outlines are related.

Sometimes it helps to put the question in your own words. Here, you could paraphrase the question in this way: "How are outlines usually organized?" Since the ideas in outlines usually appear as main ideas and subordinate ideas, the answer is (D).

**QUICK TIP:** Don't be intimidated by words you may not understand. It might be easy to be thrown by words like "recursive" or "inferential." Read carefully to understand the question and look for an answer that fits. An outline is something you are probably familiar with and expect to teach to your students. So slow down, and use what you know.

## Watch out for multiple-choice questions containing "NOT," "LEAST," and "EXCEPT."

This type of question asks you to select the choice that does not fit. You must be very careful because it is easy to forget that you are selecting the negative. This question type is used in situations in which there are several good solutions or ways to approach something, but also a clearly wrong way.

## How to approach questions about graphs, tables, or reading passages

When answering questions about tables, graphs, or reading passages, provide only the information that the question asks for. In the case of a map or graph, you might want to read the questions first, and then look at the map or graph. In the case of a long reading passage, you might want to go ahead and read the passage, marking places you think are important, and then answer the questions. Again, the important thing is to be sure you answer the question as it refers to the material presented. So read the question carefully.

## How to approach unfamiliar formats

New multiple-choice formats are developed from time to time to find new ways of assessing knowledge. If you see a format you are not familiar with, read the directions carefully. Then read and approach the question the way you would any other question, asking yourself what you are supposed to be looking for, and what details are given in the question that help you find the answer.

Here is an example of a format you might not have encountered before:

**Directions:** The following question asks you to analyze teacher goals and actions intended to lead to the achievement of the goal. Decide whether the action makes it likely or unlikely to lead to the achievement of the goal.

**GOAL:** To increase the participation of low-achieving middle-school students in whole-class discussions.

**ACTION:** Instead of asking for volunteers, the teacher randomly calls on students to discuss homework assignments.

- (A) Likely, because students who feel anxiety about being called on will be more at ease and will pay more attention to class discussion.
- (B) Likely, because low-achieving students often hesitate to volunteer and random questioning will increase responses from these students.
- (C) Unlikely, because students in the middle-school grades prefer to have a choice in responding to discussions.
- (D) Unlikely, because students' positive feelings toward the teacher will decrease.

To answer this question correctly you must read the directions, which explain how the paragraph marked "GOAL," the paragraph marked "ACTION" and the answer choices fit together. The answer is (B) because it is the only action that is both "likely" to be successful and "likely" to be the right reason. To answer this question, first decide whether or not the action was likely to achieve the desired goal. Then select the reason. This two-part selection process brings you to your answer.

**QUICK TIP:** Don't make the questions more difficult than they are. Don't read for "hidden meanings" or "tricks." There are no "trick questions" on *Praxis* tests. They are intended to be serious, straightforward tests of your knowledge.

## Understanding Constructed-response Questions

Constructed-response questions require you to demonstrate your knowledge in a subject area by providing in-depth explanations on particular topics. Essay and problem-solving are types of constructed-response questions.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Take a look at a few sample essay topics:

- "Celebrities have a tremendous influence on the young, and for that reason, they have a responsibility to act as role models."
- "We are constantly bombarded by advertisements—on television and radio, in newspapers and magazines, on highway signs and the sides of buses. They have become too pervasive. It's time to put limits on advertising."
- "Advances in computer technology have made the classroom unnecessary, since students and teachers are able to communicate with each other from computer terminals at home or at work."

A problem-solving question might ask you to solve a mathematics problem such as the one below and show how you arrived at your solution:

- a) In how many different ways can 700 be expressed as the product of two positive integers? Show how you arrived at your answer.
- b) Among all pairs of positive integers whose product is 700, which pair has the maximum greatest common divisor? Explain how you arrived at your answer.

### Keep these things in mind when you respond to a constructed-response question

- 1) **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
- 2) **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
- 3) **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
- 4) **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.
- 5) **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

**QUICK TIP:** You may find that it helps to circle each of the details of the question in your test book or take notes on scratch paper so that you don't miss any of them. Then you'll be sure to have all the information you need to answer the question.

For more detailed information on constructed-response scoring, see the Scoring Guide in the Test at a Glance section.



## 3. Understand Your Scores

*Understand how tests are scored and how to interpret your test scores*

Of course, passing the *Praxis* test is important to you so you need to understand what those scores mean and what your state requirements are.

### What are the score requirements for my state?

States, institutions, and associations that require the tests set their own passing scores. Visit [www.ets.org/praxis/states](http://www.ets.org/praxis/states) for the most up-to-date information.

### If I move to another state, will my new state accept my scores?

The *Praxis Series* tests are part of a national testing program, meaning that they are required in more than one state for licensure. The advantage of a national program is that if you move to another state that also requires *Praxis* tests, you can transfer your scores. Each state has specific test requirements and passing scores that you can find at [www.ets.org/praxis/states](http://www.ets.org/praxis/states).

### How do I know if I passed the test?

You will receive passing score information on your score report for the score recipients that you listed when you registered. If you test in a state with automatic score reporting, you will receive passing score information for that state.

A list of states and their passing scores for each test are available online at [www.ets.org/praxis/states](http://www.ets.org/praxis/states).

### What your *Praxis* scores mean

You received your score report. Now what does it mean? It's important to interpret your score report correctly and to know what to do if you have questions about your scores.

Visit [http://www.ets.org/s/praxis/pdf/sample\\_score\\_report.pdf](http://www.ets.org/s/praxis/pdf/sample_score_report.pdf) to see a sample score report.

To access *Understanding Your Praxis Scores*, a document which provides additional information on how to read your score report, visit [www.ets.org/praxis/scores/understand](http://www.ets.org/praxis/scores/understand).

### Put your scores in perspective

Your score report indicates:

- Your score and whether you passed
- The range of possible scores
- The raw points available in each content category
- The range of the middle 50 percent of scores on the test
- Your Recognition of Excellence (ROE) Award status, if applicable (found at [www.ets.org/praxis/scores/understand/roe](http://www.ets.org/praxis/scores/understand/roe))

If you have taken the same test or other tests in *The Praxis Series* over the last 10 years, your score report also lists the highest score you earned on each test taken.

### Content category scores and score interpretation

On many of the *Praxis* tests, questions are grouped into content categories. To help you in future study or in preparing to retake the test, your score report shows how many “raw points” you earned in each content category. Compare your “raw points earned” with the maximum points you could have earned (“raw points available”). The greater the difference, the greater the opportunity to improve your score by further study.

### Score scale changes

ETS updates *Praxis* tests on a regular basis to ensure they accurately measure the knowledge and skills that are required for licensure. Updated tests cover the same content as the previous tests. However, scores might be reported on a different scale, so requirements may vary between the new and previous versions. All scores for previous, discontinued tests are valid and reportable for 10 years.

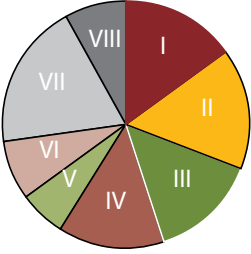
These resources may also help you interpret your scores:

- *Understanding Your Praxis Scores* (PDF), found at [www.ets.org/praxis/scores/understand](http://www.ets.org/praxis/scores/understand)
- *The Praxis Series Passing Scores* (PDF), found at [www.ets.org/praxis/scores/understand](http://www.ets.org/praxis/scores/understand)
- State requirements, found at [www.ets.org/praxis/states](http://www.ets.org/praxis/states)

## 4. Learn About Your Test

*Learn about the specific test you will be taking*

### Family and Consumer Sciences (0121/5121)

Test at a Glance			
<b>Test Name</b>	Family and Consumer Sciences		
<b>Test Code</b>	0121	5121	
<b>Time</b>	2 hours	2 hours	
<b>Number of Questions</b>	120	120	
<b>Format</b>	Multiple-choice questions	Multiple-choice questions	
<b>Test Delivery</b>	Paper delivered	Computer delivered	
	<b>Content Categories</b>	<b>Approximate Number of Questions</b>	<b>Approximate Percentage of Examination</b>
	I. The Family	18	15%
	II. Human Development Through the Life Span	19	16%
	III. Consumer Economics and Resource Management	17	14%
	IV. Nutrition, Food Science, and Wellness	17	14%
	V. Textiles and Apparel	7	6%
	VI. Housing and Living Environments	10	8%
	VII. Family and Consumer Sciences Education	23	19%
	VIII. Career, Community, and Family Connections	10	8%

### About This Test

The Family and Consumer Sciences test is designed for prospective teachers of family and consumer sciences in middle through senior high schools.

The 120 multiple-choice questions assess subject knowledge as well as the methodology applicable to teaching family and consumer sciences. The test is broad in scope to provide for the range in subject areas to which prospective family and consumer sciences teachers are exposed and the variety of programs for which they are prepared. The test is typically taken by examinees who have completed a bachelor's degree program with an emphasis on family and consumer sciences.

Eight content areas include the family; human development through the life span; consumer economics and resource management; nutrition, food science, and wellness; textiles and apparel; housing and living environments; family and consumer sciences education; and career, community, and family connections.

This test may contain some questions that will not count toward your score.

## Topics Covered

Representative descriptions of topics covered in each category are provided below.

### I. The Family

- Family structures: single-parent, traditional, extended, and nontraditional (e.g., blended families), as well as the single individual
- Family stages: the beginning, expanding, and contracting family and retirement
- Family functions: the education and development of family members, including impact of parenting styles on child development, transmission of heritage, and behavior modeling; and the physical and psychological support of family members, including parenting, supplying basic needs, fostering self-worth, creating and maintaining stable relations, and providing recreation
- Factors affecting family relationships: multiple roles, changing roles and lifestyles, community and family expectations, and availability of resources (e.g., time, money, knowledge)

### II. Human Development Through the Life Span

- Theories of development within the context of family matters: Gesell and Ilg, Havighurst, Erikson, Piaget, and Maslow
- Development tasks and processes: physical, social, psychological/emotional, and intellectual and moral development
- Variations in development requiring special resources and responses
- Interpersonal relationships: positive and social relationships and interactions with family, workplace, and local and global communities
- Purposes and patterns of communication, including effective conflict prevention
- Stages of physical, intellectual, and cognitive development across the life span

### III. Consumer Economics and Resource Management

- Consumer rights and responsibilities: legal and ethical considerations
- Consumer resources for decision-making: private and government agencies providing assistance and information and published materials

- Financial planning and management: family budgets, credit, investments, insurance, retirement planning, and savings and checking accounts
- Consumer protection: labels, warranties, guarantees, government agencies, policies and laws, and consumer advocate groups
- Management processes and techniques: goal-setting, decision-making strategies, assessing and using resources, strategies for changes, and the identification and clarification of family values, goals, and standards in management decisions
- Management theory: work simplification, time management, and organization of activities
- Selection of services and products: health-care services, child-care services, elder-care services, repair services; household materials and equipment, automobiles, and toys

### IV. Nutrition, Food Science, and Wellness

- Factors influencing nutritional needs: gender, age, cultural diversity, and activity
- Functions and sources of nutrients: calcium for bone-building, iron for blood cells, and Vitamin A for eyes and skin
- Nutritional guidelines: RDA, Dietary Guidelines for Americans, USDA Daily Food Guide (the food pyramid)
- Related health problems: anorexia, bulimia, obesity, diabetes, and hypertension as well as prevention and treatment strategies
- Sociocultural aspects of food: considerations related to ethics, morals, religion, and ethnicity, and the physiological and psychological relationship between food/nutrition and behavior
- Meal/food management: order of preparation, exchange-group system to meet various needs, type of meal service related to food choices and number of people to be served, preparation time, modified diets, marketing factors, and money available
- Food preparation: food science principles involved in undercooking, overhandling, additives, and proper cooking temperatures; and selection and use of equipment involving heat conductivity, energy conservation, and time/person management

- Food storage and preservation: the cleanliness of food handlers, surroundings, and utensils; and proper storage environment and new preservation techniques

## **V. Textiles and Apparel**

- Wardrobe management: planning, selection, and purchase, clothing construction, design principles, including line and color, and the care of clothing
- Ways in which fiber, fabric, texture, pattern, and finish can affect appearance
- Textiles: types and characteristics of fibers, production and properties of fabrics
- Appropriate procedures for care of textile products

## **VI. Housing and Living Environments**

- Internal and external factors that affect housing choices
- Housing: functions of housing (e.g., physical and psychological, social and cultural needs), types of housing, including floor plans and traffic patterns

## **VII. Family and Consumer Sciences Education**

- Historical, social, and economic foundations of the profession
- Philosophical and professional concerns: improvement for the quality of life, elimination of sex-role stereotypes, preparation of students for dual roles at home and at work, integration of the cognitive, affective, and psychomotor skills necessary to function effectively as an individual and as a family member, and roles of professional organizations in family and consumer sciences education
- Characteristics of family/consumer education and of occupational family and consumer sciences education
- Planning, implementation, and evaluation: national/ state standards; laboratory setting and demonstration methods; processes of thinking, communication, leadership, and management; role of youth organizations such as FCCLA; career education; use of technology; impact of legislation; meeting the needs of special students; appropriate assessment techniques, such as use of observation and quality checklists in laboratory settings; and integration of family and consumer sciences into other academic areas
- Classroom management strategies to support a positive learning environment
- Appropriate criteria and standards to identify, evaluate, and improve programs and student learning

## **VIII. Career, Community and Family Connections**

- Careers in family and community services careers: roles and functions, education and training, and employment opportunities
- Job-acquisition skills: seeking employment, interview and application processes, and preparing resumes and references
- Professional and ethical relationships with colleagues, support teams, participants, and families

## 5. Determine Your Strategy for Success

*Set clear goals and deadlines so your test preparation is focused and efficient*

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Otherwise, you may not feel ready and confident on test day.

### 1) Learn what the test covers.

You may have heard that there are several different versions of the same test. It's true. You may take one version of the test and your friend may take a different version a few months later. Each test has different questions covering the same subject area, but both versions of the test measure the same skills and content knowledge.

You'll find specific information on the test you're taking in the Test at a Glance section, which outlines the content categories that the test measures and what percentage of the test covers each topic.

Visit [www.ets.org/praxis/testprep](http://www.ets.org/praxis/testprep) for information on other *Praxis* tests.

### 2) Assess how well you know the content.

Research shows that test takers tend to overestimate their preparedness—this is why some test takers assume they did well and then find out they did not pass.

The *Praxis* tests are demanding enough to require serious review of likely content, and the longer you've been away from the content the more preparation you will most likely need. If it has been longer than a few months since you've studied your content area, make a concerted effort to prepare.

### 3) Collect study materials.

Gathering and organizing your materials for review are critical steps in preparing for the *Praxis* tests. Consider the following reference sources as you plan your study:

- Did you take a course in which the content area was covered? If yes, do you still have your books or your notes?
- Does your college library have a good introductory college-level textbook in this area?
- Does your local library have a high school-level textbook?

Study guides are available for purchase for many *Praxis* tests at [www.ets.org/praxis/testprep](http://www.ets.org/praxis/testprep). Each guide provides a combination of test preparation and practice, including sample questions and answers with explanations.

### 4) Plan and organize your time.

You can begin to plan and organize your time while you are still collecting materials. Allow yourself plenty of review time to avoid cramming new material at the end. Here are a few tips:

- Choose a test date far enough in the future to leave you plenty of preparation time at [www.ets.org/praxis/register/centers\\_dates](http://www.ets.org/praxis/register/centers_dates).
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule—and stick to it.

### 5) Practice explaining the key concepts.

*Praxis* tests with constructed-response questions assess your ability to explain material effectively. As a teacher, you'll need to be able to explain concepts and processes to students in a clear, understandable way. What are the major concepts you will be required to teach? Can you explain them in your own words accurately, completely, and clearly? Practice explaining these concepts to test your ability to effectively explain what you know.

### 6) Understand how questions will be scored.

Scoring information can be found in the Learn About Your Test section on page 11.

### 7) Develop a study plan.

A study plan provides a roadmap to prepare for the *Praxis* tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 17 to organize your efforts.

And most important—get started!

## Would a Study Group Work for You?

### Using this guide as part of a study group

People who have a lot of studying to do sometimes find it helpful to form a study group with others who are working toward the same goal. Study groups give members opportunities to ask questions and get detailed answers. In a group, some members usually have a better understanding of certain topics, while others in the group may be better at other topics. As members take turns explaining concepts to each other, everyone builds self-confidence.

If the group encounters a question that none of the members can answer well, the group can go to a teacher or other expert and get answers efficiently. Because study groups schedule regular meetings, members study in a more disciplined fashion. They also gain emotional support. The group should be large enough so that multiple people can contribute different kinds of knowledge, but small enough so that it stays focused. Often, three to six members is a good size.

Here are some ways to use this guide as part of a study group:

- **Plan the group's study program.** Parts of the study plan template on page 17 can help to structure your group's study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group's mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column ("Dates planned for study of content"), you can create an overall schedule for your group's study program.
- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance on page 12 to select topics and then select practice questions, beginning on page 23.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

- **Take the practice test together.** The idea of the practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone's confidence. Remember, complete the practice test using only the time that will be allotted for that test on your administration day.
- **Learn from the results of the practice test.** Score each other's answer sheets. For the constructed-response questions, look at the Sample Test Questions, which also contain sample responses to those questions and shows how they were scored. Then try to follow the same guidelines that the test scorers use.
- **Be as critical as you can.** You're not doing your study partner(s) any favors by letting them get away with an answer that does not cover all parts of the question adequately.
- **Be specific.** Write comments that are as detailed as the comments about the sample responses. Indicate where and how your study partner(s) are doing an inadequate job of answering the question. Writing notes in the margins of the answer sheet may also help.
- **Be supportive.** Include comments that point out what your study partner(s) got right and therefore earned points.

Then plan one or more study sessions based on aspects of the questions on which group members performed poorly. For example, each group member might be responsible for rewriting one paragraph of a response in which someone else did an inadequate job.

Whether you decide to study alone or with a group, remember that the best way to prepare is to have an organized plan. The plan should set goals based on specific topics and skills that you need to learn, and it should commit you to a realistic set of deadlines for meeting these goals. Then you need to discipline yourself to stick with your plan and accomplish your goals on schedule.



## 6. Develop Your Study Plan

### *Develop a personalized study plan and schedule*

Planning your study time is important because it will help ensure that you review all content areas covered on the test. Use the sample study plan below as a guide. It shows a plan for the *Praxis I® Pre-Professional Skills Test: Reading* test. Following that is a study plan template that you can fill out to create your own plan. Use the Test at a Glance and Topics Covered information beginning on page 11 to help complete it.

#### Use this worksheet to:

- 1. Define Content Areas:** List the most important content areas for your test as defined in the Test at a Glance and Topics Covered sections.
- 2. Determine Strengths and Weaknesses:** Identify your strengths and weaknesses in each content area.
- 3. Identify Resources:** Identify the books, courses, and other resources you plan to use for each content area.
- 4. Study:** Create and commit to a schedule that provides for regular study periods.

**Praxis Test Name:** Praxis I Pre-Professional Skills Test: Reading  
**Praxis Test Code:** 0710  
**Test Date:** 11/15/12

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
<b>Literal Comprehension</b>						
Main Ideas	Identify summaries or paraphrases of main idea or primary purpose of reading selection	2	Middle school English text book	College library, middle school teacher	9/15/12	9/15/12
Supporting Ideas	Identify summaries or paraphrases of supporting ideas and specific details in reading selection	2	Middle school English text book	College library, middle school teacher	9/17/12	9/17/12
Organization	Identify how reading selection is organized in terms of cause/effect and compare/contrast	3	Middle and high school English text book	College library, middle and high school teachers	9/20/12	9/21/12
Organization	Identify key transition words/phrases in reading selection and how used	4	Middle and high school English text book	College library, middle and high school teachers	9/25/12	9/26/12
Vocabulary in Context	Identify meanings of words as used in context of reading selection	3	Middle and high school English text book, dictionary	College library, middle and high school teachers	9/25/12	9/27/12

(continued on next page)

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
<b>Critical and Inferential Comprehension</b>						
Evaluation	Determine whether evidence strengthens, weakens, or is relevant to arguments in reading selection	5	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Evaluation	Determine role that an idea, reference, or piece of information plays in author's discussion/argument	5	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Evaluation	Determine if information presented is fact or opinion	4	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Evaluation	Identify relationship among ideas presented in reading selection	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Inferential Reasoning	Draw inferences/implications from directly stated content of reading selection	3	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/8/12	10/8/12
Inferential Reasoning	Determine logical assumptions on which argument or conclusion is based	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/8/12	10/8/12
Inferential Reasoning	Determine author's attitude toward materials discussed in reading selection	1	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/15/12	10/17/12
Generalization	Recognize or predict ideas/situations that are extensions of, or similar to, what has been presented in reading selection	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/22/12	10/24/12
Generalization	Draw conclusions from materials presented in reading selection	3	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/24/12	10/24/12
Generalization	Apply ideas presented in a reading selection to other situations	3	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/27/12	10/27/12

## My Study Plan

**Use this worksheet to:**

1. **Define Content Areas:** List the most important content areas for your test as defined in the Test at a Glance and Topics Covered sections.
2. **Determine Strengths and Weaknesses:** Identify your strengths and weaknesses in each content area.
3. **Identify Resources:** Identify the books, courses, and other resources you plan to use for each content area.
4. **Study:** Create and commit to a schedule that provides for regular study periods.

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**Praxis Test Name:** \_\_\_\_\_  
**Praxis Test Code:** \_\_\_\_\_  
**Test Date:** \_\_\_\_\_

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed

(continued on next page)



## 7. Review Smart Tips for Success

### *Follow test-taking tips developed by experts*

Learn from the experts. Take advantage of these answers to questions you may have and practical tips to help you navigate the *Praxis* test and make the best use of your time.

#### **Should I Guess?**

Yes. Your score is based on the number of questions you answer correctly, with no penalty or subtraction for an incorrect answer. When you don't know the answer to a question, try to eliminate any obviously wrong answers and then guess at the correct one. Try to pace yourself so that you have enough time to carefully consider every question.

#### **Can I answer the questions in any order?**

Yes. You can go through the questions from beginning to end, as many test takers do, or you can create your own path. Perhaps you will want to answer questions in your strongest area of knowledge first and then move from your strengths to your weaker areas. On computer-delivered tests, you can use the "Skip" function to skip a question and come back to it later. There is no right or wrong way. Use the approach that works best for you.

#### **Are there trick questions on the test?**

No. There are no hidden meanings or trick wording. All of the questions on the test ask about subject matter knowledge in a straightforward manner.

#### **Are there answer patterns on the test?**

No. You might have heard this myth: the answers on multiple-choice tests follow patterns. Another myth is that there will never be more than two questions with the same lettered answer following each other. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

#### **Can I write in the test booklet or, for a computer-delivered test, on the scratch paper I am given?**

Yes. You can work out problems right on the pages of the booklet or scratch paper, make notes to yourself, mark questions you want to review later or write anything at all. Your test booklet or scratch paper will be destroyed after you are finished with it, so use it in any way that is helpful to you. But make sure to mark your answers on the answer sheet or enter them on the computer.

### **Smart Tips for Taking the Test**

1. **For a paper-delivered test, put your answers in the right "bubbles."** It seems obvious, but be sure that you fill in the answer "bubble" that corresponds to the question you are answering. A significant number of test takers fill in a bubble without checking to see that the number matches the question they are answering.
2. **Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, leave them blank and mark them in your test booklet. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you

can go back over the questions you left blank. Even if you don't know the answer the second time you read the questions, see if you can narrow down the possible answers, and then guess.

- 3. Keep track of the time.** Bring a watch to the test, just in case the clock in the test room is difficult for you to see. Keep the watch as simple as possible—alarms and other functions may distract others or may violate test security. If the test center supervisor suspects there could be an issue with your watch, they will ask you to remove it, so simpler is better! You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down in one section, you might decide to move on and come back to that section later.
- 4. Read all of the possible answers before selecting one.** Then reread the question to be sure the answer you have selected really answers the question. Remember, a question that contains a phrase such as “Which of the following does NOT ...” is asking for the one answer that is NOT a correct statement or conclusion.
- 5. Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.
- 6. Don't worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the *GRE*<sup>®</sup> or other similar-looking (but in fact very different) tests. It doesn't matter on the *Praxis* tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state's other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use *The Praxis Series* tests at [http://www.ets.org/s/praxis/pdf/passing\\_scores.pdf](http://www.ets.org/s/praxis/pdf/passing_scores.pdf) or on the website of the state for which you are seeking certification/licensure.
- 7. Use your energy to take the test, not to get angry at it.** Getting angry at the test only increases stress and decreases the likelihood that you will do your best. Highly qualified educators and test development professionals, all with backgrounds in teaching, worked diligently to make the test a fair and valid measure of your knowledge and skills. Your state painstakingly reviewed the test before adopting it as a licensure requirement. The best thing to do is concentrate on answering the questions.

## 8. Practice with Sample Test Questions

*Answer practice questions and find explanations for correct answers*

### Sample Test Questions

*The sample questions that follow illustrate the kinds of questions on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.*

**Directions:** Each of the questions or statements below is followed by five suggested answers or completions. Select the one that is best in each case.

- Which of the following characteristics of a ready-made garment best indicates high-quality construction?
  - Stiff interfacing
  - Darts with “dimples” at the points
  - The use of monofilament nylon thread
  - Seam allowances of at least one-half inch
  - Large buttonholes
- The chief function of carbohydrate-rich foods is to
  - add bulk to the diet
  - balance food intake
  - supply energy
  - provide vitamins
  - make fats more digestible
- Which of the following is generally considered to be the most important principle in designing an efficient kitchen?
  - The work areas should be arranged in a triangular pattern.
  - The range should be on an outside wall.
  - The sink should face a window.
  - There should be direct access to the outdoors.
  - There should be adequate counter space next to the refrigerator.
- The experience of programs such as the American Council to Improve Our Neighborhoods and Habitat for Humanity suggests that which of the following is most important in the success of efforts designed to improve existing housing in inner cities?
  - Modification of local zoning ordinances
  - Availability of federal funds for renovation
  - Support from local building trades unions
  - Easing of credit for construction loans
  - Involvement of local citizens and community leaders
- Evidence of a major change in the structure of families in the United States in recent years is provided by a substantial increase in the number of
  - blended families
  - extended families
  - nuclear families
  - polyandrous marriages
  - polygynous marriages
- Unit pricing enables the consumer to
  - buy the best quality items in neighborhood convenience stores
  - purchase the proper number of units of food per person
  - identify the number of items sold in a unit
  - check the marked price against the advertised price of sale merchandise
  - compare the price per unit of items sold in different quantities

7. At which of the following time periods in Erik Erikson's psychosocial stages is the primary psychological conflict that of identity versus role confusion?
- (A) Infancy
  - (B) Years 3–5½
  - (C) Years 5½–12
  - (D) Adolescence
  - (E) Early adulthood

8. MONTHLY PAYMENT COMPARISONS,  
FOUR-YEAR LOAN AMOUNTS

Rates	\$7,000	\$9,000	\$11,000	\$13,000
7.50%	169.23	217.61	265.97	341.32
7.75%	170.07	218.66	267.26	315.85
8.00%	170.89	219.72	268.54	317.37
8.25%	171.71	220.77	269.83	318.90

A family intends to purchase a new car for \$11,000. They will make a down payment of \$2,000 and will pay off the loan over a four-year period. According to the table above, approximately how much money will they save over the four-year period if they are able to finance the car at 7.50 percent instead of 7.75 percent?

- (A) \$ 25.00
  - (B) \$ 50.00
  - (C) \$ 62.00
  - (D) \$ 75.00
  - (E) \$100.00
9. The first step of the problem-solving process in home management is to
- (A) obtain data and information about the problem
  - (B) list alternative courses of action
  - (C) identify the problem
  - (D) identify the possible consequences of potential actions
  - (E) decide how to evaluate alternative courses of action

Questions 10–11 are based on the following menu.

Spaghetti with Meat Sauce  
Tossed Green Salad with Blue Cheese Dressing  
Garlic Bread  
Fresh Fruit  
Cola

10. The calcium content of the meal could be substantially increased by replacing the
- (A) cola with milk
  - (B) spaghetti with macaroni
  - (C) tossed salad with cole slaw
  - (D) garlic bread with biscuits
  - (E) fresh fruit with frozen fruit
11. Which of the following would lower the cholesterol content of the meal?
- I. Replace the blue cheese dressing with a dressing of olive oil and vinegar.
  - II. Replace the meat sauce with a vegetable sauce.
  - III. Replace the fresh fruit with ice cream.
- (A) I only
  - (B) II only
  - (C) III only
  - (D) I and II only
  - (E) I, II, and III



12. A family and consumer sciences teacher has completed a unit on nutrition and is preparing a multiple-choice test on the unit. Which of the following will help most to ensure that the unit test has content validity?
- (A) Have another teacher review the test to make sure it is not too easy for the class.
  - (B) Match the test questions with the outline of the material that was taught in the unit.
  - (C) Arrange for students who are absent on the day of the test to take the test as soon as they return to school.
  - (D) Double-check each answer sheet to make sure that it has been scored correctly.
  - (E) Require students to prepare a written exercise about any questions they answered incorrectly
13. Which of the following are qualities of the fiber ramie?
- I. Absorbency
  - II. Elasticity
  - III. Luster
  - IV. Strength
- (A) I and II only
  - (B) II and III only
  - (C) I, II, and III only
  - (D) I, III, and IV only
  - (E) I, II, III, and IV
14. According to Piaget, in what order do the stages of cognitive development ability occur in children?
- (A) Preoperational, sensorimotor, formal operation, concrete operation
  - (B) Concrete operation, sensorimotor, formal operation, preoperational
  - (C) Preoperational, formal operation, concrete operation, sensorimotor
  - (D) Formal operation, concrete operation, sensorimotor, preoperational
  - (E) Sensorimotor, preoperational, concrete operation, formal operation
15. In which of the following situations is a marriage at greatest risk of ending in divorce?
- (A) Both partners are over 50 years old when they marry.
  - (B) Both partners are under 18 years old when they marry.
  - (C) There is a difference of 10 years in age between the partners.
  - (D) The couple has been married for less than 7 years.
  - (E) The couple has been married for more than 20 years.
16. The Consumer Credit Protection Act of 1968, known as the Truth-in-Lending Act, can provide help to consumers in managing finances by
- (A) allowing consumers to get information about how much a credit purchase will actually cost
  - (B) ensuring that consumers will not purchase an item they cannot afford
  - (C) prohibiting discrimination against credit applicants because of race or gender
  - (D) allowing consumers to see and correct a copy of their own credit report
  - (E) prohibiting creditors from threatening consumers about unpaid debts
17. The primary purpose of occupational family and consumer sciences programs is to
- (A) prepare students for home ownership
  - (B) prepare students for gainful employment
  - (C) prepare students for lifetime careers
  - (D) teach students how to combine work and family life
  - (E) train students in job interview techniques

18. When explained and used properly, “time out” can be a very effective tool for handling misbehavior in preschool children. The general rule for the length of time to be used is
- (A) 10 minutes
  - (B) 1 minute for each year of the child’s age
  - (C) 5 minutes for each year of the child’s age
  - (D) 5 minutes over the child’s age
  - (E) 15 minutes
19. Scope and sequence are terms used in curriculum planning. In this context, “scope” refers to the
- (A) procedures to be followed in the lesson plan
  - (B) order in which content is to be developed
  - (C) supplementary materials to be developed for class use
  - (D) major content areas to be included
  - (E) curricular goals
20. Cardiorespiratory fitness can best be achieved by which of the following?
- (A) A diet high in carbohydrates
  - (B) An exercising program based on yoga
  - (C) A diet low in fats
  - (D) An exercise program based on aerobic activities such as walking or biking
  - (E) Adding protein supplements to the diet
21. Studies indicating that children raised in single-parent families are likely to experience risks to psychological development, social behavior, and sex-role identification have recently been challenged. The challenge is based primarily on evidence that
- (A) the studies did not use large enough samples to produce reliable and valid results
  - (B) a family’s income, which for most single-parent families is below poverty level, is a stronger explanation for the negative findings
  - (C) the role of an extended family or neighbors was not factored into the findings of the studies
  - (D) the majority of the studies were conducted with single-parent families headed by females
  - (E) a family’s geographic location, which for many single-parent families is an urban setting, is a stronger explanation for the negative findings
- 22.
1. Identifies the characteristics of a safe and healthy home
  2. Lists ways to childproof a home
  3. Matches a safety hazard with an appropriate precaution
  4. Finds safety hazards depicted on a picture of a room
- A family and consumer sciences teacher has listed the instructional objectives above for a unit on safe and healthy environments. According to Bloom’s taxonomy, which of the following is true of these objectives?
- (A) They are listed from highest to lowest level of thinking.
  - (B) They are listed from lowest to highest level of thinking.
  - (C) They all represent low levels of thinking.
  - (D) They all represent high levels of thinking.
  - (E) They represent a variety of levels of thinking.

23. “Home economics... served as a critical bridge from domesticity in the 19th century to modernity in the 20th century.”

*New York State College of Human Ecology*

*Centennial Exhibit, Cornell University*

In which of the following ways did home economists of the late 19th century transition the nation from domesticity to modernity in the 20th century?

- (A) By conducting research on human nutrition and child development
- (B) By drawing attention to the structure, design, and outfitting of the American household
- (C) By educating impoverished families about methods of household economy
- (D) By serving as nurses, volunteers, and dietitians during times of national crisis
- (E) By promoting the cause of suffrage movements

24. A family and consumer sciences teacher is working with high school students to prepare them for job interviews. Which of the following questions should the teacher advise is most appropriate for a candidate to ask an employer during an interview?

- (A) What happens if I come late?
- (B) How soon would you need me to start?
- (C) What does this company do?
- (D) Did I get the job?
- (E) Can I change my schedule if I get the job?

## Answers to Sample Questions

- The best answer is (D). A seam allowance should be at least 1/2" wide. (A) is incorrect because the weight of the interfacing should depend on the weight of the fabric and the purpose of the garment, not its quality. (B) is incorrect because darts with "dimples" at the tips show improper stitching, inadequate pressing, or both. (C) is incorrect because monofilament nylon thread is stiff and inflexible and can melt when ironed. (E) is incorrect because large buttonholes can allow the buttons to come unfastened.
- The correct answer is (C). Carbohydrates are important in the diet because they provide a ready source of energy.
- The best answer is (A). Because the preparation of a meal requires walking between the work areas (the sink, the stove, and the refrigerator) many times, the most important principle of efficient kitchen design is to place these areas in a triangular pattern. (B), (C), and (E) all mention features that might be pleasant or desirable to have in a well-designed kitchen, but they are not as important as the triangular design. (D) might or might not be desirable.
- The best answer is (E). Programs such as those mentioned, as well as community block grants and other community-based efforts, suggest that the involvement of citizens and community leaders is a critical factor in the success of any housing-improvement program. Other factors, such as the availability of credit, federal funds, zoning ordinances, and the support of local unions, may be desirable, but not critical.
- The correct answer is (A). Families formed when a widowed or divorced person, with or without children, remarries another person, who may or may not have been married before and may or may not have children, are blended families. The high numbers of divorces and remarriages have caused an increase in this type of family structure in the United States in recent years.
- The correct answer is (E). The unit price is the cost of an item per unit of measurement, such as an ounce or a quart. This type of price information enables the consumer to determine which of several sizes or brands of the same product costs least per unit.
- The correct answer is (D). According to Erickson, the primary psychological conflict in adolescence is identity versus role confusion.

- The correct answer is (B).  $\$11,000 - \$2,000 = \$9,000$ , which is the amount to be financed.

According to the chart,

\$218.66 is the monthly payment at 7.75%.

\$217.61 is the monthly payment at 7.50%.

The difference between the two payments is \$1.05 per month, which comes to \$50.40 over the 48-month life of the loan.

- The correct answer is (C). In the definition of the problem-solving process, before (A), (B), (D), and (E) can be attempted, the problem must be identified.
- The correct answer is (A). Milk is a substantial source of calcium; cola is not. The other changes will not make any appreciable difference in the calcium content of the meal.
- The correct answer is (D).
  - A dressing of olive oil and vinegar is lower in cholesterol than a blue-cheese dressing.
  - A vegetable sauce is lower in cholesterol than a meat sauce.
  - Ice cream is higher in cholesterol than fresh fruit.
- The best answer is (B). Matching the test questions with the outline of the material taught will help to ensure that the test is representative of the material that was presented in the unit and therefore has content validity. (A), (C), (D), and (E) all might be desirable activities, but they do not relate directly to the content validity of the test.
- The correct answer is (D). Ramie is a very strong natural fiber. It absorbs moisture easily, and it is exceptionally lustrous. It is, however, low in elasticity.
- The correct answer is (E). According to Jean Piaget, the sensorimotor period is from birth to age two, preoperational period from age two to age seven, concrete operations from age seven to age eleven, and formal operations from age eleven onward.
- The correct answer is (B). Statistics on divorce indicate that marriages of people who are under 18 years old are more likely to end in divorce than those of any of the other situations described.

16. The correct answer is (A). This legislation requires that the borrower be informed fully about the true cost of a credit purchase. (B) is not the answer, because the consumer must still make the decision about whether or not to make a purchase. (C), (D), and (E) are features of other credit legislation.

17. The best answer is (B). Occupational family and consumer sciences programs emphasize the teaching of skills and job attitudes that will prepare the students to secure paid employment in jobs using family and consumer sciences knowledge and skills.

18. The correct answer is (B). Until about age four, a child may be unable to remain still and quiet in time out for any significant amount of time. The general rule of thumb is about one minute of time out for each year of age.

19. The correct answer is (D). Scope and sequence is the term applied to a curriculum plan in which a range of knowledge and skills is organized according to the successive grade levels in which they are taught. Sequence refers to the order in which the knowledge and skills are taught, and scope refers to the knowledge and skills themselves.

20. The correct answer is (D). Cardiorespiratory fitness is achieved by strengthening the heart muscle, which enables more blood to be circulated and more oxygen to be supplied to muscles. Dietary adjustments, as described in (A), (C), and (E), would not significantly contribute to strengthening the heart muscle and increasing circulation, nor would yoga, an activity which builds balance and flexibility. Aerobic activity, which increases the heart rate and the amount of oxygen inhaled, is the most likely to promote cardio respiratory fitness.

21. The correct answer is (B). Recent studies have identified lack of income as the single most important factor in accounting for the differences in the development and behavior of children from two-parent and single-parent family structures. Therefore, the correct answer is (B).

22. The correct answer is (C). This question asks you to apply your knowledge of Bloom's Taxonomy of Educational Objectives to a group of instructional objectives. Identifying, listing matching, and finding (locating) are skills associated with knowledge-level thinking. As knowledge is the lowest level on the hierarchy of Bloom's taxonomy, the correct answer is (C).

23. The correct answer is (B). All the choices describe historical roles of home economists but only (B) occurred in the time frame described in the question and addresses a transition from a labor-intensive household to the labor-saving household generally associated with modern living.

24. The correct answer is (B). Asking when the candidate would be needed is work-related and appropriate. (A) and (E) might indicate a lack of responsibility on the candidate's part and might cause the candidate to be passed over. (C) indicates the candidate has not learned the necessary background information on the work setting, and (D) puts the interviewer on the spot and is premature at this stage.

## 9. Check on Testing Accommodations

*See if you qualify for accommodations that may make it easier to take the Praxis test*

### What if English is not my primary language?

Praxis tests are given only in English. If your primary language is not English (PLNE), you may be eligible for extended testing time. For more details, visit [www.ets.org/praxis/register/accommodations/plne](http://www.ets.org/praxis/register/accommodations/plne).

### What if I cannot take the paper-based test on Saturday?

Monday is the alternate paper-delivered test day for test takers who can't test on Saturday due to:

- religious convictions
- duties as a member of the U.S. Armed Forces

Online registration is not available for Monday test takers. You must complete a registration form and provide a photocopy of your military orders or a letter from your cleric. You'll find details at [www.ets.org/praxis/register/accommodations/monday\\_testing](http://www.ets.org/praxis/register/accommodations/monday_testing).

### What if I have a disability or other health-related need?

The following accommodations are available for *Praxis* test takers who meet the Americans with Disabilities Act (ADA) Amendments Act disability requirements:

- Extended testing time
- Additional rest breaks
- Separate testing room
- Writer/recorder of answers
- Test reader
- Sign language interpreter for spoken directions only
- Perkins Braille
- Braille slate and stylus
- Printed copy of spoken directions
- Oral interpreter
- Audio test
- Braille test
- Large print test book (14 pt.)
- Large print answer sheet
- Listening section omitted

For more information on these accommodations, visit [www.ets.org/praxis/register/disabilities](http://www.ets.org/praxis/register/disabilities).

**Note:** Test takers who have health-related needs requiring them to bring equipment, beverages, or snacks into the testing room or to take extra or extended breaks must request these accommodations by following the procedures described in the *Bulletin Supplement for Test Takers with Disabilities or Health-related Needs* (PDF), which can be found at <http://www.ets.org/praxis/register/disabilities>.

You can find additional information on available resources for test takers with disabilities or health-related needs at [www.ets.org/disabilities](http://www.ets.org/disabilities).

# 10. Do Your Best on Test Day

*Get ready for test day so you will be calm and confident*

You followed your study plan. You are prepared for the test. Now it's time to prepare for test day.

Plan to end your review a day or two before the actual test date so you avoid cramming. Take a dry run to the test center so you're sure of the route, traffic conditions and parking. Most of all, you want to eliminate any unexpected factors that could distract you from your ultimate goal—passing the *Praxis* test!

On the day of the test, you should:

- be well rested
- wear comfortable clothes and dress in layers
- eat before you take the test and bring food with you to eat during break to keep your energy level up
- bring an acceptable and valid photo identification with you
- bring a supply of well-sharpened No. 2 pencils (at least 3) and a blue or black pen for the essay or constructed-response tests
- be prepared to stand in line to check in or to wait while other test takers check in
- select a seat away from doors, aisles, and other high-traffic areas

You can't control the testing situation, but you can control yourself. Stay calm. The supervisors are well trained and make every effort to provide uniform testing conditions, but don't let it bother you if the test doesn't start exactly on time. You will have the necessary amount of time once it does start.

You can think of preparing for this test as training for an athletic event. Once you've trained, prepared, and rested, give it everything you've got.

## What items am I restricted from bringing into the test center?

You cannot bring into the test center personal items such as:

- handbags, knapsacks, or briefcases
- water bottles or canned or bottled beverages
- study materials, books, or notes
- scrap paper
- any electronic, photographic, recording, or listening devices

**Note:** All cell phones, smartphones (e.g., BlackBerry® devices, iPhones, etc.), PDAs, and other electronic, photographic, recording, or listening devices are strictly prohibited from the test center. If you are seen with such a device, you will be dismissed from the test, your test scores will be canceled, and you will forfeit your test fees. If you are seen USING such a device, the device will be confiscated and inspected. For more information on what you can bring to the test center, visit [www.ets.org/praxis/test\\_day/bring](http://www.ets.org/praxis/test_day/bring).

## Are You Ready?

Complete this checklist to determine if you're ready to take your test.

- Do you know the testing requirements for the license or certification you are seeking in the state(s) where you plan to teach?
- Have you followed all of the test registration procedures?
- Do you know the topics that will be covered in each test you plan to take?
- Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?
- Do you know how long the test will take and the number of questions it contains?
- Have you considered how you will pace your work?
- Are you familiar with the types of questions for your test?
- Are you familiar with the recommended test-taking strategies?
- Have you practiced by working through the practice questions in this Study Companion or in a Study Guide or Practice Test?
- If constructed-response questions are part of your test, do you understand the scoring criteria for these items?
- If you are repeating a *Praxis* test, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

If you answered “yes” to the questions above, your preparation has paid off. Now take the *Praxis* test, do your best, pass it—and begin your teaching career!



# Appendix: Other Questions You May Have

Here is some supplemental information that can give you a better understanding of the *Praxis* tests.

## What do the *Praxis* tests measure?

The *Praxis* tests measure the specific pedagogical skills and knowledge that beginning teachers need. The tests do not measure an individual's disposition toward teaching or potential for success. The assessments are designed to be comprehensive and inclusive, but are limited to what can be covered in a finite number of questions and question types.

## What are the *Praxis I* tests?

The *Praxis I* tests measure basic skills in reading, writing, and mathematics. All these tests include multiple-choice questions and the Writing test also includes an essay question. *Praxis I* tests are designed to evaluate whether you have the academic skills needed to prepare for a career in education.

## What are the *Praxis II* tests?

*Praxis II* Subject Assessments measure knowledge of specific subjects that K–12 educators teach, as well as general and subject-specific teaching skills and knowledge. Ranging from Agriculture to World Languages, there are more than 130 *Praxis II* tests, which contain multiple-choice or constructed-response questions, or a combination of both.

## What is the difference between *Praxis* multiple-choice and constructed-response tests?

Multiple-choice tests measure a broad range of knowledge across your content area. Constructed-response tests measure your ability to provide in-depth explanations of a few essential topics in a given subject area. Content-specific *Praxis II* pedagogy tests, most of which are constructed-response, measure your understanding of how to teach certain fundamental concepts in a subject area.

The tests do not measure your actual teaching ability, however. Teaching combines many complex skills that are typically measured in other ways, including classroom observation, videotaped practice, or portfolios not included in the *Praxis* test.

## Who takes the tests and why?

Some colleges and universities use the *Praxis I* tests to evaluate individuals for entry into teacher education programs. The assessments are generally taken early in your college career. Many states also require *Praxis I* scores as part of their teacher licensing process.

Individuals entering the teaching profession take the *Praxis II* tests as part of the teacher licensing and certification process required by many states. In addition, some professional associations and organizations require *Praxis II* tests for professional licensing.

## Do all states require these tests?

The *Praxis Series* tests are currently required for teacher licensure in approximately 40 states and U.S. territories. These tests are also used by several professional licensing agencies and by several hundred colleges and universities. Teacher candidates can test in one state and submit their scores in any other state that requires *Praxis* testing for licensure. You can find details at [www.ets.org/praxis/states](http://www.ets.org/praxis/states).

## What is licensure/certification?

Licensure in any area—medicine, law, architecture, accounting, cosmetology—is an assurance to the public that the person holding the license possesses sufficient knowledge and skills to perform important occupational activities safely and effectively. In the case of teacher licensing, a license tells the public that the individual has met pre-defined competency standards for beginning teaching practice.

Because a license makes such a serious claim about its holder, licensure tests are usually quite demanding. In some fields, licensure tests have more than one part and last for more than one day. Candidates for licensure in all fields plan intensive study as part of their professional preparation. Some join study groups, others study alone. But preparing to take a licensure test is, in all cases, a professional activity. Because it assesses the entire body of knowledge for the field you are entering, preparing for a licensure exam takes planning, discipline, and sustained effort.

## Why does my state require *The Praxis Series* tests?

Your state chose *The Praxis Series* tests because they assess the breadth and depth of content—called the “domain”—that your state wants its teachers to possess before they begin to teach. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of teachers and teacher educators in each subject area. The state licensing agency and, in some states, the state legislature ratify the passing scores that have been recommended by panels of teachers.

## How were the tests developed?

ETS consulted with practicing teachers and teacher educators around the country during every step of *The Praxis Series* test development process. First, ETS asked them which knowledge and skills a beginning teacher needs to be effective. Their responses were then ranked in order of importance and reviewed by hundreds of teachers.

After the results were analyzed and consensus was reached, guidelines, or specifications, for the multiple-choice and constructed-response tests were developed by teachers and teacher educators. Following these guidelines, teachers and professional test developers created test questions that met content requirements and ETS Standards for Quality and Fairness.\*

When your state adopted the research-based *Praxis* tests, local panels of teachers and teacher educators evaluated each question for its relevance to beginning teachers in your state. During this “validity study,” the panel also provided a passing-score recommendation based on how many of the test questions a beginning teacher in your state would be able to answer correctly. Your state’s licensing agency determined the final passing-score requirement.

ETS follows well-established industry procedures and standards designed to ensure that the tests measure what they are intended to measure. When you pass the *Praxis* tests your state requires, you are proving that you have the knowledge and skills you need to begin your teaching career.

\*ETS Standards for Quality and Fairness (2003, Princeton, NJ) are consistent with the “Standards for Educational and Psychological Testing,” industry standards issued jointly by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (1999, Washington, DC).

### How are the tests updated to ensure the content remains current?

*Praxis* tests are reviewed regularly. During the first phase of review, ETS conducts an analysis of relevant state and association standards and of the current test content. State licensure titles and the results of relevant job analyses are also considered. Revised test questions are then produced following the standard test development methodology. National advisory committees may also be convened to review existing test specifications and to evaluate test forms for alignment with the specifications.

### How long will it take to receive my scores?

Scores for computer-delivered tests are available faster than scores for paper-delivered tests. Scores for most computer-delivered multiple-choice tests are reported on the screen immediately after the test. Scores for tests that contain constructed-response questions or essays aren't available immediately after the test because of the scoring process involved. Official scores for computer-delivered tests are reported to you and your designated score recipients approximately two to three weeks after the test date. Scores for paper-delivered tests will be available within four weeks after the test date. See the Test Dates and Deadlines calendar at [www.ets.org/praxis/register/centers\\_dates](http://www.ets.org/praxis/register/centers_dates) for exact score reporting dates.

### Can I access my scores on the web?

All test takers can access their test scores via their *Praxis* account free of charge for one year from the posting date. This online access replaces the mailing of a paper score report.

The process is easy—simply log in to your *Praxis* account at [www.ets.org/praxis](http://www.ets.org/praxis) and click on your score report. If you do not already have a *Praxis* account, you must create one to view your scores.

**Note:** You must create a *Praxis* account to access your scores, even if you registered by mail or phone.

Your teaching career is worth preparing for, so start today!  
Let the *Praxis*™ *Study Companion* guide you.



To search for the *Praxis* test prep resources  
that meet your specific needs, visit:

[www.ets.org/praxis/testprep](http://www.ets.org/praxis/testprep)

To purchase official test prep made by the creators  
of the *Praxis* tests, visit the ETS Store:

[www.ets.org/praxis/store](http://www.ets.org/praxis/store)

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